

National History Day in Arizona and the 9-12th Grade Social Studies Curriculum

Items in regular font are extracted from the Arizona State Social Studies Standards for grades 9-12. Italics represent how NHD can be used to meet that section or those sections of the standards. Note that we have not included subsets of skills (for example, students should learn the Age of Exploration, but we did not specifically include understanding Henry the Navigator).

A complete set of these standards is available on the Arizona Department of Education website: www.ade.az.gov/standards/sstudies

Proficiency

Students know and are able to do all of the following:

(Note: Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grades 9-12)

*This set of research skills could runs across all disciplines. The ability to locate, acquire, interpret and analyze knowledge indicates knowledge mastery,, representing the basis for meeting the remaining curricular requirements. National History Day imposes a mandatory requirement for the use of **primary** resource, which are often not otherwise used in a classroom. Because of the requirement for an annotated bibliography, which specifically differentiates primary and secondary resources, students must gain an understanding of each.. They must also read materials which present different perspectives and, using those perspectives, draw conclusions about the accuracy and variations of opinion. To effectively compete in NHD, the student's entry will reflect these conclusions, and evaluation by judges will indicate whether the student has been able to interpret, **accurately** comprehend and convey the knowledge he/she has acquired. Timelines are encouraged in some types of entries, and an understanding of the time progression of events is imperative in all types.*

1SS-P1-Apply chronological and spatial thinking to understand the meaning, implications and import of historical and current events.

PO 1-Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs

PO 2-Analyze how change occurs

PO 3-Use a variety of maps and documents to interpret human movement and the diffusion of ideas, technological innovations and goods

1SS-P2-Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information and evaluating the evidence and point of view contained within primary and secondary sources

PO 1-Identify community resources that preserve historical information, such as libraries, museums, historical societies, a courthouse, the world wide web, family records, elders—and explain how to access this knowledge

PO 2-Identify an author's argument, viewpoint or perspective in an historical account

PO 3-Distinguish "facts" from author's opinions, and evaluate an author's implicit and explicit philosophical assumptions, beliefs or biases about a subject

PO 4-Compare and contrast different accounts of the same event, including hypothesizing reasons for differences and similarities, authors' use of evidence, and distinctions between sound generalizations and misleading oversimplifications.

1SS-P3-Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded

PO 1-Show connections between particular events and larger social, economic, and political trends and developments

PO 2-Interpret past events and issues within the context in which an event unfolded, rather than solely in terms of present day norms and values

PO 3-Hypothesize how events could have taken different directions

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A synthesis of knowledge, the ability to infer possible different outcomes, and to anticipate perspectives which may be challenged, make it necessary—particularly for the secondary student—to engage in complex thought processes. These thinking skills enhance a student's ability to analyze life situations and see that history is really a lesson for parallel situations today.

Specific Content Skills

FOCUS: World History (Age of Enlightenment to Modern Age)

1SS-P4-Describe the democratic and scientific revolutions as they evolved throughout the Enlightenment and their enduring effects on political, economic and cultural institutions...

1SS-P5-Explain the causes and effects of the Industrial Revolution...

1SS-P6-Analyze patterns of change during the nineteenth century era of imperialism from varied perspectives

1SS-P7-Trace the causes, effects and events of World War I...

1SS-P8-Analyze the causes and events of World War II...

1SS-P9-Analyze the international developments after World War II and during the Cold War...

1SS-P10-Evaluate the ideologies and outcomes of independence movements in the developing world...

1SS-P11-Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution...

The standards for secondary students are rife with the words “analyze” and “evaluate.” In a classroom setting, it is difficult to impart these skills. A good teacher can explain historical circumstances and challenge students to analyze those circumstances. But for a student to become fully invested in that knowledge, he/she must acquire and personalize it.

For example, a student may be told about the Holocaust, and given historical. Photographs may be presented and snippets of diaries read. This will give some impact and understanding, but far more will come when members of the class investigate and research the Holocaust and explain it in their words or with their exhibit. The best teacher cannot replicate the emotional and intellectual contact a peer can create with such a topic.papers!). Though the unit may not occur until April, the students will begin their research earlier in the year and continue it at appropriate times during the year. A foundation for research skills must be established first, generally by November! When the unit is scheduled for instruction, the students can present their entries to supplement the teacher’s instruction, adding a different perspective, which allows for classroom discussion about those perspectives. Even if the entry is presented after the subject has been covered in the classroom, the NHD students’ presentation will enhance prior knowledge.

Secondary world history is a huge realm of study. It is much more difficult to define specific areas for topic choices than in middle school. In general, it is easiest to instruct the students early in the year in basic research skills (which should—hopefully!—be reminder of skills learned in middle school). Following that, and introduction of the theme and the NHD strategy of research, it is probably easiest to allow students to pick topics using a curriculum guide for the year. Give them a list of general study areas: Religion, Asian geography, imperialism, exploration. Allow them to evaluate this first for a general topic that interests them, then narrow

*it to something related. It is **very** important that contextual studies are part of this research. In other words, if a group is studying the Khmer Rouge, it is fine to look at what they did, the consequences of the political and military organizations, and the outcome. It is also critical to actually understand how the contemporary culture in Cambodia and Southeast Asia led to the group's rise. The significance of any event in history to the life of the learner comes from its implications on a society. Could similar things occur in our world today? Are they?*

Ensure that the topics they select, within their context, supplement your instruction, and avail yourself of that knowledge resource. At this level, students will often acquire knowledge and skills which go far beyond what any teacher can learn about a single subject.

You should also ensure that they select researchable topics within the curriculum. The state guidelines are sufficiently general that they allow refining for topics, but if they select something so esoteric that there is no information, especially contextual, then it will not enhance your instruction.

International topics are often more easily researched by the use of the Internet, correspondence and materials from university library collections, which can often be obtained through interlibrary loan at your local library..

Focus: United States and Arizona History (Industrial Revolution to Current Issues)

1SS-P11-Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution...

1SS-P12-Analyze the development of the American West and specifically Arizona...

1SS-P13-Analyze the United States' expanding role in the world during the late nineteenth and early twentieth centuries...

1SS-P14-Analyze the major political, economic, and social developments that occurred between World War I and World War II, including the causes and effects of the Great Depression...

1SS-P15-Analyze the role of the United States in World War II...

1SS-P16-Analyze the impact of World War II and the Cold War on United States foreign policy...

1SS-P17-Analyze the development of voting and civil rights in the United States...

1SS-P18-Apply the skills of historical analysis to current social, political, geographic and economic issues facing the United States...

The procedure for implementing these topics in the curriculum are the same as for world studies.

Because of the higher level thinking which should be demonstrated by high school students, there will be significant cross-over between international, U.S. and Arizona topics. As the students master each level, the knowledge basis that they've built should allow them to incorporate information from previous levels.

For example, a student might research the use of miners from Cornwall in the Arizona mines following the Bisbee Deportation. What were the social and political conditions at home which compelled these men to come to Arizona, as well as the social and political conditions here? Did the Arizona experience meet their expectation? What were the implications in both Cornwall and Arizona? In what ways were these a microcosm of the economic circumstances which occurred worldwide during the First World War? Was it moral or right to lure these miners to Arizona?

Finding primary materials in Bisbee, such as diaries and photographs, might be possible and would make this topic more meaningful, but so would corresponding with historians in Cornwall, who may have another perspective.

Since Arizona topics exist only as part of U.S. studies at the high school level, they should be carefully evaluated both for your classroom needs and for the probability of success should the student(s) advance. To succeed at the national finals, local topics must have national or international implications. For example, if the topic is "Water Reclamation in Arizona" (which is too broad), the entry must point out how that was and is significant for the southwestern United States and if there are any national implications. With a theme of "Rights & Responsibilities in History," have the decisions made regarding water use been responsible, not only for Arizona, but also for adjoining states, and for Mexico?

Whenever possible, students researching Arizona topics should use Arizona historical institutions, which will enable them to more easily access primary materials.

*If a student can explain **facts** and offer different interpretations—including his/her own—then their NHD experience will enhance their life quality.*

As one NHD alumnus said when told during a college interview that an extensive research paper would be necessary for graduation, "Heck, that'll be easy. I survived NHD!"